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ABSTRACT

The Michigan Department of Education developed an operational model for career education which combined the elements of individual career development with career preparation accomplished through academic, vocational, and technical education programs. A third-party evaluation was conducted to determine to what extent the operational model has been designed, developed, and disseminated throughout the state and to what extent this model is viable. Survey instruments were administered to the following populations: (1) a randomly drawn sample of 60 of the 525 local school districts in the state; (2) a selected sample of 98 school districts now active in career education; (3) all 49 career education planning districts; and (4) a majority of the 8 colleges and universities in the career education consortium. The third-party evaluator found that the general conceptual model was comprehensive in scope and extremely ambitious in the degree of change it envisioned in educational programs throughout the state. A substantial set of products was developed to put the conceptual model in operational form. An administrative network was also developed to disseminate the model, but the data indicate that the dissemination process is still in its early stages. Finally, the viability of the model rests on the degree to which personnel in the educational system change their roles and work together to make the model operational. (BM)

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STATUS OF CAREER EDUCATION IN THE STATE OF MICHIGAN

An evaluation of current state, regional, and local efforts in career education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGMENTS

Policy Studies in Education (PSE) is indebted to a very large number of people throughout the State of Michigan for helping us make this study of the status of career education. The cooperation we received from the Michigan Department of Education staff, from Career Education Planning District Coordinators, from local school district representatives, and from college and university personnel enabled us to design and carry out this survey of the activities and viewpoints of key participants in career education.

PSE's design, planning, and conduct of the status study was improved with continuous advice and guidance from both William E. Weisgerber, Special Assistant to the Superintendent for Career Education, and David L. Buettner, Consultant/RCU, Research, Evaluation, and Assessment Services, both of the Michigan Department of Education. Both men were extremely helpful in organizing meetings at which PSE staff members were able to elicit ideas for the study. In addition, their own insights and experiences helped PSE construct a comprehensive set of survey instruments.

Because of the field-based orientation of the entire study, we needed to gather information from all of the CEPD Coordinators and from representative local school officials. We would like to extend our special thanks to the CEPD Coordinators, who provided a great deal of assistance in organizing regional meetings, recruiting local school district representatives, and administering the survey instruments. The Coordinators were extraordinarily successful in getting this job done. Without their effective performance, the study would never have achieved its high rate of

participation. In doing their work, the Coordinators managed to accomplish a remarkable logistical feat: the transfer of packages of career education products from one CEPD meeting to another during the series of 8 meetings. We are especially grateful for the time and effort the Coordinators and their staff devoted to circulating these materials successfully.

The more than 150 local school district representatives, both superintendents and career education coordinators, who attended meetings at their CEPDs in order to complete the survey questionnaires deserve special thanks. In June, when all their schools were busy in wrapping up their many year-end tasks, the local representatives selected for participation were good enough to give their time to the study. Even though some of these representatives were selected at random (others were selected because of their current level of ongoing career education activity) we found all of them to be extremely cooperative.

We sincerely hope that the results of this study will aid both the CEPDs and the local school districts to implement career education.

Finally we would like to extend our thanks to the six representatives from the eight colleges and universities of the Career Education Consortium who met with us in East Lansing to supply information about campus activities on behalf of career education. We trust that the results of the study will enhance the Consortium's work.

INTRODUCTION

PSE conducted this study in its role as third-party evaluator of the Michigan Career Education Program, under contract with the Michigan Department of Education. The evaluation was addressed specifically to a grant received by the Michigan Department of Education from the U. S. Office of Education under Part C of the Vocational Education Act. Under the terms of that grant, the Department was to design, develop and disseminate an operational model for career education which combined the elements of individual career development with career preparation accomplished through academic, vocational, and technical education programs to produce an integrated approach.

In carrying out this study of the extent to which the operational model was designed, developed, and disseminated during the course of the Part C grant, PSE took special note of two features of the Michigan Career Education Program: 1) the creation, adaption or adoption of 11 specific products to explicate the model and assist in its implementation and 2) various state and state-related agencies engaged in disseminating it to local school districts and assisting them with its implementation. The study can be understood as in part an examination of how those products are viewed by those agencies.

The successful dissemination of the model requires that local school districts have ready access to competent assistance from individuals and institutions thoroughly grounded in the model. Inasmuch as the Michigan Department of Education cannot supply direct service to over 525 local school districts, 49 Career Education

Planning Districts have been created to serve this function. (In some cases the CEPDs are associated with Intermediate School Districts; in other cases they are not.) In addition, an eight-college/university Consortium has been created to provide both teacher preparation and in-service teacher education as a service to local school districts. Consortium members also develop and test selected components of the model itself. The Consortium and other colleges and universities in Michigan can serve local school districts either directly or by going through the Career Education Planning Districts. In short, both the CEPDs and the Consortium can be understood as located between the Michigan Department of Education and the local school districts, positioned to help the Department create and translate the model and help local school districts to implement it. Thus the study can be understood in part as an examination of the way in which the intermediate service structure actually works today and might work in the future, as viewed by its members and by its clients.

Because many options remain as to how the career education model itself is to be completed and as to the kinds of products and services to be provided in helping local school districts to implement it, the study investigated the desires of local districts for various kinds of products and services and the current intentions of the CEPDs and the Consortium for supplying them. Thus the study can be understood in part as a market survey of client interests and the readiness of the service network to meet those interests.

Because career education did not originate in Michigan with the 1974-75 VEA Part C grant but was under way beforehand in the Department, in Intermediate School Districts, in colleges and universities, and in local school districts, it was possible by the spring of 1975 to determine what kinds of career education had already been implemented and in what proportion of school districts. Because this study has attempted to make that determination, it can be understood in part as a status study.

Taken as a whole, this study has been designed the meet the obligations of the Michigan Career Education Advisory Commission under Section 4 (1) of the Michigan Career Education Act (Public Law 97). That portion of the Law requires that "The commission shall evaluate current state, regional, and local efforts toward career education and shall submit to the state board of education its findings."

PROCEDURES

Conducting this study required instrument development, sample selection, instrument administration, data analysis, and data interpretation. Those procedures are described below.

Instrument Development

PSE developed three instruments designed to be administered in group settings by having participants write their answers:

1. School District Survey on Career Education
2. Career Education Planning District Survey on Career Education
3. Consortium Survey on Career Education

To become familiar with the Michigan Career Education Program before developing the instruments, PSE studied a number of background documents. These included the Michigan Career Education Act, the eleven products created under the sponsorship of the Michigan Department of Education to describe and help implement the program, the survey of occupational and career development programs published by the Michigan Department of Education as required in Section 380 of Public Act 364 enacted in 1972, and other relevant documents.

PSE also interviewed Michigan Department of Education staff members concerned with career education to get undocumented information.

PSE also drew on its broad experience with career education nationwide, including, for example, its recent work for the USOE Office of Career Education in preparing the four-volume Taxonomy and Profiles of Career Education (1974) which constituted a nationwide status study of

career education in leading school districts.

On the basis of the information obtained, PSE drafted all three instruments (for school districts, CEPDs and Consortium members).

The school district instrument and the CEPD instrument were then pilot tested in Michigan at two separate meetings, each attended by approximately four CEPD Coordinators and approximately fifteen LEA representatives. At the two meetings, PSE presented the plan for the study, administered the instruments, and solicited ideas for changes in them. Subsequently, PSE scored the instruments and combined the results with the advice collected during the two meetings to guide the revision of two instruments as well as the third instrument designed for use with Consortium members.

Both the draft instruments and the final instruments were reviewed by Michigan Department of Education personnel prior to completion.

When completed, all three instruments dealt with the current status of career education, career education services used/supplied and wanted/planned, and career education products used/supplied and wanted/planned. Those were the three main topics of concern in this study, as explained earlier in the Introduction.

Sample Selection

After a thorough discussion of alternatives with Michigan Department of Education personnel, PSE decided that the instruments should be administered to the following populations:

1. A randomly-drawn sample of 60 local school districts constituting a cross-section of the more than 525 in the state.

2. A selected sample of 98 school districts chosen by the CEPD Coordinators from among those active in career education in each of the 49 CEPDs.

3. 100% of the CEPDs.

4. A majority of the eight colleges and universites in the Consortium.

The methods used to select the four samples are described below.

Random Sample of 60 LEAs

A random sample of LEAs was drawn to enable PSE to report on the status of career education in a representative cross-section of LEAs presumably including those most and least active in career education. The Michigan Department of Education decided that only K-12 LEAs should be included, that the sample size should be set at 60, and that it should be stratified into five clusters:

1. Metropolitan core city districts
2. City districts
3. Town districts
4. Urban fringe districts
5. Rural districts

MDE personnel decided that the seven component areas of the Detroit school district should be treated as seven separate metropolitan core city districts. They were classified accordingly and became eligible for being drawn at random.

Working from Local District Results--Michigan Educational Assessment Program: Fourth Report in the 1972-73 Series, PSE drew a proportional stratified random sample larger than 60 so that Michigan Department of Education personnel could eliminate any K-6 and K-8 LEAs and any LEAs no longer

in existence, still leaving the required stratified random sample of 60. Using the April-May, 1975 computer print-out of local district information, MDE personnel eliminated ineligible or non-existent LEAs. From those remaining, PSE selected the quota for the strata by selecting districts in the order in which they had been randomly chosen.

Selected Sample of 98 LEAs

In order to report on the status of career education in the most active LEAs in the state and in order to have each of the 49 CEPDs represented by LEAs, PSE asked each of the 49 CEPD Coordinators to nominate the two LEAs in the CEPD which were most active. PSE explained to the Coordinators that we understood that in some CEPDs no districts were particularly active but that they should choose the two which had done the most to date.

Of the 98 LEAs nominated by the CEPD Coordinators, 15 had already been chosen in the stratified random sample of 60 (of which the Coordinators had no knowledge). Those 15 LEAs were allowed to remain in both samples, making a combined total of 143 rather than the 158 which would have been drawn had there been no overlap.

Census of 49 CEPDs

For several reasons, PSE decided to include all 49 CEPDs in the survey. Those reasons included a desire to continue using the CEPDs on behalf of career education and to make them more familiar with LEA activities and LEA interests in CEPD-supplied services, the recognition that CEPDs are quite diverse and that the full range of that diversity might be lost in a small sample, the fact that the CEPDs are few enough in

number to make a census feasible, and a desire to use the CEPDs as the mechanism for administering instruments to the LEAs. Thus all 49 CEPDs were included in the study.

Representative Sample of 8 Consortium Members

Although PSE wanted to gather data from the Consortium members that would be comparable to that for LEAs and CEPDs, we recognized that a statistical study is not the ideal method for understanding eight distinctively different college and university programs. The compromise was to use a group representing 6 of the 8 Consortium members to supply statistical information on an instrument similar to that used with the LEAs and the CEPDs but to give the data a non-statistical treatment. Thus the 6 members represented at a regularly-scheduled Consortium meeting constituted the sample.

Response Rate

The overall response rate was excellent, as shown by the following table.

Instrument	Population	Number in Sample	Number of Respondents
LEA Survey	Random LEAs	60	51
LEA Survey	Selected LEAs	98	101
CEPD Survey	CEPDs	49	48
Consortium Survey	Consortium	6	6

The "Number of Respondents" shown in the table is the maximum number responding to any question in the survey instrument. The five extra "selected LEAs" appear because while 48 CEPD Coordinators administered the school district survey instrument to at least two selected LEAs as requested, 5 of the 48 administered it to one additional LEA as well.

Instrument Administration

CEPD Coordinators administered the school district instrument to representatives of the random LEAs and to representatives of the selected LEAs and administered the CEPD survey instrument to themselves at a series of 48 (one of the 49 CEPD Coordinators did not participate in the study) regional meetings called for that specific purpose at the request of PSE. The meetings were called and conducted by the Coordinators in their own CEPDs during June (and in a few cases in July) of 1975. The CEPD Coordinators, as already indicated in the Acknowledgements, did a superb job, achieving a remarkably high response rate not only for themselves but for the LEAs and handling the complex logistics of transferring sets of 11 career education products from meeting to meeting on schedule.

PSE staff members administered the Consortium survey instrument to representatives of 6 of the 8 member colleges and universities at a previously-scheduled meeting of the group held in East Lansing.

Data Analysis

All survey instruments were scored by PSE.

All data analyses consisted of simple frequency distributions of responses, with percentages computed on the basis of the number of individuals responding to each specific item and with all percentages rounded to the nearest 5 percent to avoid any false impression that the data are precise enough to interpret in any finer detail.

The viewpoints of the random LEAs and the selected LEAs toward career education services and products were summarized so as to produce

ranked listings of services and products for the final section of the report. Random LEAs and selected LEAs were given equal weight in arriving at all such rankings.

Data Interpretation

Inasmuch as the LEAs must ultimately deliver career education to the students if they are to receive it at all, the viewpoints of the LEAs are presented first, given in greater detail, and accorded greater weight in the interpretation. That interpretation is based on the assumption that the function of the CEPDs, the Consortium, the MDE, and all other agencies making up the Career Education Team is to serve and support the LEAs. Accordingly, even those products which appear to be designed for use by other agencies--such as workshop packages--were submitted to the LEAs for their appraisal. Indeed, inasmuch as the LEAs are the major suppliers of their own training, they are likely to be the primary users of all products and thus their judgments are of greatest interest.

Data Limitations

The survey methodology adopted for this study is excellent for getting a general, overall sense of the "topography" of an educational movement such as career education. Its greatest strength is that it prevents special cases of career education--either especially good cases or especially poor cases--from being mistaken for the typical case. Thus for such purposes as statewide planning by the MDE or the

Advisory Commission or the State Board, the kinds of information gathered in this study are quite useful.

The greatest shortcoming of survey methodology is that it usually cannot offer insights into the dynamics of what is happening; it cannot grasp the institutional and interpersonal relationships; it lacks explanatory power; and it lacks predictive power. For such purposes, case study methodology is superior.

One additional limitation of the methodology used for this study is that a single individual was asked to serve as spokesman for an institution. Each of the LEAs, the CEPDs, and the Consortium members was represented by a single participant. Although those individuals were in most cases well placed in their institutions, either by virtue of administrative authority or expertise in career education, it would be unrealistic to treat their statements as though they fully represented the complex of viewpoints held by other individuals in those institutions. Indeed, it became clear during the analysis of the data that some individuals were speaking for themselves. Moreover, the participants were not always consistent in the way they answered related questions at different places in the survey instrument.

Accordingly, the data in the remainder of this report should be used to gain a general impression of what is happening in career education in the State of Michigan and should not be used for exact interpretations.

FINDINGS

The organization of this chapter can be explained simply by the following list of items:

- Career Education Model
  - Population
    - Practices and Preferences
      - Present and Future

That is, major components of the Michigan Career Education Model are presented and each population is discussed in terms of its practices and preferences for the present and for the future. Expressing the same idea in reverse, the present and future practices and preferences of each population with respect to the components of the Model are presented in this chapter.

Career Education Model

The components of the Michigan Career Education Model are discussed in the following order within each population section:

- The Career Education Team
- Career Education as a Concept
- Planning
- Administrative Organization
- Elements of career education
  - Instruction
  - Guidance
  - Placement
  - Evaluation

- Professional Development
- Occupational Information
- Media
- Advisory Groups

Populations

The populations studied are discussed in the following order:

- LEAs
- CEPDs
- Consortium

Practices and Preferences

The current practices of each population are discussed and the viewpoints of each population toward selected services are presented. The sequence is:

- Status
- Services
- Products

Present and Future

For each population, data are presented to compare and contrast present practices and viewpoints with anticipated future practices and viewpoints. The sequence is:

- Present
- Future

Advantage of the Sequence

Presenting the findings in this sequence allows the accumulation of evidence for judging the performance of key administrative units in the Michigan network for career education: LEAs, CEPDs, the Consortium, and the MDE. The end result is a set of data-based conclusions about the extent to which the Michigan Career Education Model has been designed, developed, and disseminated thus far and conclusions about what services, products, and network relationships will be needed to strengthen career education in the future.

Attention Focused on Random LEAs

Throughout the "Findings", the written text deals primarily with findings for the random LEAs since they are a cross-section of the entire state and thus best represent practices and viewpoints in typical LEAs. Only when the statistics for the selected LEAs differ appreciably from those for random LEAs are those differences noted. In virtually every case, the differences that do exist support the idea that those LEAs which the CEPD Coordinators invited to participate in the study are at a more advanced stage in career education than the typical LEAs. Their superiority may be what brought them to the attention of the CEPDs, or the attention of the CEPDs during the previous months may be what gave them their superiority, or a combination of the two factors may be at work.

The Career Education Team

Career education cannot be successfully introduced unless people within existing organizations and agencies change their roles. Boards of education, teachers, counselors, college and university personnel, CEPD personnel, representatives of labor and business and community organizations, and the staff of the MDE must study the implications of career education for their positions and the application of their unique capabilities. This is the viewpoint advanced by the MDE. It is the viewpoint that career education cannot be implemented without role changes and without teamwork among the network of individuals and organizations that make up the education system in Michigan.

LEAs

There are over 525 local school districts in Michigan. They differ in every respect: size, socio-economic makeup, leadership, energy, experience, facilities, and so on. As would be expected, they are often equally diverse in their instructional programs and in their points of view.

That diversity showed up in this study. However, to account for it fully would make this narrative far too long. Consequently, in the interest of brevity, this report consists chiefly of generalizations about what typical LEAs do and think. The extremes are noted but not elaborated.

Knowledge of Career Education. Every school district knows something about career education, but only a handful have a fully implemented program--as would be expected in view of the fact that the Michigan

Career Education Act did not call for program implementation in 1974-75.* Nevertheless, a minority--especially among the selected LEAs--have begun to implement a program. Most LEAs are at a point between awareness and implementation: they have organized for planning or have actually begun planning. (The LEAs' testimony about themselves was substantiated by the Consortium's testimony about them.)

It appears that CEPDs are exactly what most LEAs need. The typical LEA wants help in planning and other kinds of help as well.

Written Policies. Boards of education in typical LEAs have not adopted written policies governing career education, although the practice is twice as common among selected LEAs as among random LEAs.

Grade Levels. As one might expect, LEAs do not scatter career education across the grades, touching some and skipping others. If they have it at all, they bracket a number of grades and offer it in all of them. Selected LEAs are almost twice as likely as random LEAs to have a program in grades K-12. That may be one reason the CEPD Coordinators invited them to take part in the study.

Availability to Students. Eighty-five percent of the random LEAs and 60 percent of the selected LEAs provided career education for less than 40 percent of their students. The differences between random LEAs and selected LEAs became especially evident in these and related data, which showed that the latter were two or three times as likely to have a majority of students in career education.

Local Funds. Board of education in random LEAs have not allocated special funds to career education, although here again twice as many selected LEAs have done so.

*The Act requires the LEAs to have a career education plan beginning in 1975-76.

State or Federal Funds. Most LEAs do not receive outside funds earmarked for career education. Those which do--about 1 out of 6 random and about 1 out of 3 selected LEAs--began receiving money four years ago. The percentage jumped up the next year, climbed again the following year, but has tilted downward in the current year--1975-76.

Work with the Career Education Team. Almost all--90 percent--of the LEAs attended an MDE-sponsored regional meeting during the winter or spring of 1975, indicating one kind of teamwork. Another kind is indicated by the fact that the LEAs--especially the selected LEAs--are actively involving their communities in career education, as shown by the following table

---

• HOW DO THE LEAs INVOLVE THE COMMUNITY?

	Random LEAs (N=42)	Selected LEAs (N=95)
Sites for student trips	55%	85%
Sites for student jobs	40	75
Classroom speakers	60	90
Representative or advisory groups	40	35
Other	0	15

CEPDs

There are 49 CEPDs forming an intermediate layer linking the MDE to the LEAs. In many cases the CEPDs are associated with the Intermediate School Districts in their regions, as already explained. Although there are significant differences among the CEPDs in their

present capacity for offering leadership in career education, those differences have been largely set aside in this report in favor of statements about what typical CEPDs are doing now and what they plan to do.

Knowledge of Career Education. Every CEPD knows something about career education. In fact, 85 percent say they are very familiar with the concepts embodied in the Michigan Model.

Professional Staff. The typical CEPD has a staff equivalent in size to two full-time professionals. The kinds of positions they held before (and in many cases during) their present CEPD positions are shown in the following table.

• WHAT IS THE BACKGROUND OF THE CEPD STAFF?

	CEPDs (N=37)
Vocational Director	55%
Teacher	55
Guidance Placement	25
Vocational/Technical Specialist	15
Principal	10
Curriculum Coordinator	10
Administrative Assistant	10
Media	10

Funding. Half of the CEPDs report having special funds for career education. The proportion having such funds increased steadily from 1970-71 through 1974-75 but sloped downward for 1975-76.

Work with the Career Education Team. About half the CEPDs attended the statewide career education meeting sponsored by the MDE on March 10,

1975, and about half attended one of the MDE-sponsored regional meetings held in the spring of 1975. This rate of participation with the MDE falls below that of the LEAs themselves, 85 percent of which attended MDE-sponsored regional meetings during the same period.

About half the CEPDs meet regularly with their LEAs. Other forms of communication are shown in the table below.

- WHAT TYPES OF CONTACT DO THE CEPDs HAVE WITH THE LEAs REGARDING CAREER EDUCATION?

	CEPDs (N=47)
Meet with single local school districts at CEPD office	70%
Meet with group of local school districts at CEPD office	75
Visit individual school districts	85
Attend ISD meetings of local school districts	50

Members of the CEPD staffs spend widely varying amounts of their time conferring with their LEAs: the range goes from less than 20 percent (most people fall at that end) to more than 80 percent.

Consortium

The Consortium consists of eight colleges and universities brought together by the MDE to provide pre-service and in-service staff development and to create products to help advance career education

throughout Michigan, as already explained.

Knowledge of Career Education. Most Consortium members, according to their representatives, are very well prepared to teach the major concepts in the Michigan Model and the remainder are somewhat prepared.

Work with the Career Education Team. Most Consortium members attended the statewide MDE-sponsored meeting on March 10, 1975 and most attended one or more MDE-sponsored regional meetings in the spring of 1975.

The number of CEPDs served by the individual colleges and universities making up the Consortium ranged from one to twelve by the time this study was conducted. Examining the total number of CEPDs served suggests that the Consortium had not yet worked with all CEPDs when this study took place.

The number of LEAs served by the individual members of the Consortium ranged from 10 to 40 by the time this study was conducted. Examining the total number makes it apparent that most of the LEAs have not yet been reached by Consortium members. When Consortium members do work with LEAs, they deal with local career education specialists, other specialists, other administrators, and classroom teachers. Typically, the Consortium member is not asked to deal with the surrounding community.

Contact between Consortium members and LEAs is initiated (in approximately equal proportions) by the LEAs, by the CEPDs, or by the Consortium member contacting the LEAs or the CEPDs.

Career Education As A Concept

The Michigan State Board of Education, following the recommendation of the Michigan Career Education Advisory Commission, has defined career education in the following way:

> Career education is a concept for developing an education delivery system which emphasises the knowledge, skills, and attitudes people need to explore, understand, and perform the life roles they can be expected to play. It embraces all elements of education, requiring the cooperative participation of both the school and the total community. Career education generally includes two broad processes which are commonly known as career development and career preparation.
>
> Career development is that part of career education which includes: (1) self-awareness and assessment, (2) career awareness and exploration, (3) career decision-making, and (4) career planning and placement.
>
> Career preparation represents those content areas and experiences which are currently known as the academic and vocational-technical education areas. The content is taught so that students understand its application and how it will contribute to their personal career goals and objectives. It also provides the vehicle for learning many of the career development components.

To make the concept operational, the State Board, upon advice of the Commission, has recommended that LEAs adopt or adapt 4 sets of goals and performance objectives, the first 3 of which had been issued earlier under the sponsorship of the State Board:

- The Common Goals of Michigan Education
- Minimal Performance Objectives for academic programs
- Performance Objectives Development Project publications for vocational education
- A Reference Guide, Goals and Performance Indicators for career development

Status

Virtually all LEAs are familiar with the concepts embodied in the Michigan Career Education Model as set forth by the State Board, following the Commission. In fact, 40 percent of the random LEAs and 70 percent of the selected LEAs say they are very familiar with those concepts. (This is in keeping with the early finding that every school district has some knowledge of career education.)

A definition of career education has been adopted by 40 percent of the random LEAs and 65 percent of the selected LEAs. It seems likely that these local definitions were influenced by the definition promulgated by the State Board and the Commission, since every one of the definitions adopted by the LEAs is similar to the State definition.

Evidently the LEAs are starting to adopt the view of the State Board and the Commission that the concept of career education must be translated into performance objectives (or performance "indicators") in order to guide program planning. The evidence lies in the fact that 30 percent of the random LEAs and 60 percent of the selected LEAs have developed or adopted performance objectives for career education.

Services

What services do the LEAs want and what services do the CEPDs and the Consortium plan to provide in introducing the concepts and Goals of career education?

LEAs. Since 60 percent of the random LEAs and 35 percent of the selected LEAs have not yet developed or adopted a definitive concept of career

education and since 70 percent of the random LEAs and 40 percent of the selected LEAs have not yet adopted performance objectives to translate those concepts into learning targets for student and instructional targets for teachers, they want help in developing concepts, setting goals, and adopting performance objectives. A full 70 percent would find such assistance quite useful while the remaining 30 percent would find it somewhat useful, as shown in the table below.

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=49) / Selected LEAs (N=96)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Assistance in developing concepts and setting goals	35 / 25	35 / 40	20 / 30	5 / 5	0 / 0	* / CEPD

*CEPD and MDE

Where have the LEAs gone for such help in the past--the MDE, the colleges, or the CEPDs? The selected LEAs, more experienced in seeking and getting help, have gone to the CEPDs. The random LEAs, less experienced in seeking and getting help, have gone to CEPDs and to the MDE. Neither group has gone to the colleges and universities. (Like all statements in this report, that is a generalization. There are, of course, individual exceptions.)

In interpreting this finding, it should be noted that the MDE has limited staff available to assist the LEAs and provides direct help to them within the time available. In addition, the MDE assists the CEPDs, which in turn help the LEAs. And it should be noted that college and university services can be and are being provided to the LEAs indirectly in two forms: 1) CEPDs act as brokers in arranging college and university services, 2) the colleges and universities in the Consortium create products which LEAs can use.

CEPDs. Just over half the CEPDs--55 percent--are now assisting most of the LEAs in their regions in developing concepts and setting goals. All of the remaining CEPDs plan to do so in the future. But from other evidence gathered during this study, lagging CEPDs may begin to offer this service after the LEAs no longer want it.

Consortium. Most Consortium members now offer help to the LEAs in developing career education concepts and setting goals and all plan to do so in the future. Again, that appears to be a service which LEAs need now but will need less and less henceforth.

Products

The MDE has sponsored the development, adoption, or adaptation of 6 products to help LEAs establish career education concepts, goals, and performance objectives. PSE asked the LEAs, the CEPDs, and the Consortium members how familiar they were with those products and how useful they thought they would be. Their answers for each of the products appear in the pages immediately following.

COMMON GOALS OF MICHIGAN EDUCATION

This 11 page booklet outlines the Common Goals of Michigan Education as adopted by the State Board of Education. These are grouped into three principal areas: citizenship and morality, democracy and equal opportunity, and student learning. These goals form the basis for career education as for all other education programs in the State. A number of broad goals are identified in each of the areas.

LEAs. Virtually all of the LEAs--90 percent of the random LEAs and 95 percent of the selected LEAs--have seen or heard of this product. Almost all of them--90 percent--think it will be useful. While only 10 percent think it will not be useful, 30 percent think it will be extremely useful. LEAs have used it and will use it to guide the local staff in writing goals, to guide local curriculum planning, and to check local goals against State goals.

CEPDs. Every CEPD--with but one exception--has seen or heard of it. They agree very closely with the LEAs about its usefulness and about how it can be used to guide local staffs in writing goals and developing curriculum units.

Consortium. All of the colleges and universities in the Consortium have seen or heard of the product. Most of them think it will be extremely useful for the purposes already cited--a rating far higher than that given it by the LEAs and the CEPDs.

MINIMAL PERFORMANCE OBJECTIVES FOR SUBJECT AREAS

These documents, available for many subject areas, clarify the content of those subject areas by specifying suggested student performances. These books are designed to serve as reference guides for Michigan educators in establishing local goals and objectives which are essential in planning academic curriculum at all grade levels, K-12. They contain the academic student outcomes within Career Preparation.

LEAs. A clear majority of the LEAs--6?% of the random LEAs and 70% of the selected LEAs--have seen or heard of this particular set of publications. Almost all of them--90%--think the set has been or will be useful. In fact, 35% of the LEAs expect it to be extremely useful. LEAs have used it and will use it to develop goals and specific performance objectives for curriculum units and complete courses, to plan programs, to review existing curricula, and--perhaps of greatest interest--to guide the infusion of career concepts into existing programs by identifying overlap between their performance objectives and those established for career education.

CEPDs. Like the LEAs, a clear majority of the CEPDs--70%--have seen this product. Of those which have seen it, almost all--90%--think it will be useful. Indeed, 25% of the CEPDs expect it to be "extremely useful". The CEPDs have used it and will use it for developing goals and objectives and career-infused curricula to match.

Consortium. Like the LEAs and the CEPDs, a clear majority of the Consortium colleges and universities have seen or heard of this product. And like the LEAs and the CEPDs, a minority think it will be extremely useful in conducting curriculum workshops.

PERFORMANCE OBJECTIVES FOR VOCATIONAL/TECHNICAL EDUCATION

This document clarifies the content of vocational and technical education by specifying suggested student performances. It is designed to serve as a reference guide for Michigan educators in establishing local goals and objectives which are essential in planning vocational and technical curricula. It contains the vocational and technical student outcomes within Career Education.

LEAs. Most of the LEAs--60%--are familiar with this product and 85% think it will be useful. In fact, 35% think it will be extremely useful. LEAs have used it and will use it to develop goals and objectives for local vocational programs, to help guide the planning of vocational preparation as a part of comprehensive career education planning, and occasionally for in-service training.

CEPDs. Every CEPD except one is familiar with this special set of objectives for vocational/technical education. Moreover, they have a high opinion of it: 35% called it "useful" while 65% called it "extremely useful". (This extraordinarily high rating for the product may arise from the fact that a number of CEPD Coordinators have served or continue to serve as vocational educators in the ISDs with which their CEPDs are associated.) The uses they envision for the product parallel those for which the LEAs use it.

Consortium. While most of the Consortium members are familiar with this product and while they consider it useful, they see greater value for products which emphasize the ways in which career education is different from and larger than vocational education.

CAREER EDUCATION IN MICHIGAN

This 35 page book contains a concept paper on Career Education adopted by the State Board of Education, including a statement on the need for Career Education, definitions, and an operational concept. The remaining pages of text and photographs are devoted to a sampling of the Career Education Programs now in existence in local school districts throughout Michigan. This booklet is designed to help the reader understand how various elements of Career Education look in actual practice.

LEAs. Most of the LEAs--80%--know this particular product. But only 70% of them think it has been or will be useful. LEAs have used the publication and will use it to familiarize themselves and others with career education, to envision what it means to implement a program, and to locate interesting projects in other LEAs and ISDs.

CEPDs. Almost all of the CEPDs--90%--are familiar with the publication. And 80% of them think it will be useful, with 15% expecting it to be extremely useful.

Consortium. Most of the eight Consortium members are familiar with this product and most of them agree with the LEAs and the CEPDs that it will be useful.

MICHIGAN CAREER EDUCATION CONFERENCE FOLDER

This 9 x 12 inch conference folder is printed with information on the Michigan Career Education Model. It is designed for general use in increasing awareness and knowledge of Career Education. A conference agenda and other appropriate materials may be enclosed.

LEAs. A clear majority--65% of the random LEAs and 80% of the selected LEAs--are familiar with this product. A majority of the LEAs--60%--think the folder has been or will be useful. A minority called it "not useful", although a smaller minority called it "extremely useful". LEAs have used it and will use it for a quick reference to key ideas in the Michigan Career Education Model and for local in-service workshops.

CEPDs. Almost all of the CEPDs--90%--are familiar with the Conference Folder. Of those who know it, 85% think it will be useful and 20% of those expect it to be extremely useful. The uses they envision parallel those mentioned by the LEAs.

Consortium. Most but not all members of the Consortium are familiar with this product and most--but not all--of them expect it to be useful. Some look upon it as being extremely useful.

A REFERENCE GUIDE: CAREER DEVELOPMENT GOALS AND PERFORMANCE INDICATORS

This document clarifies the content of Career Development by specifying student outcomes. The book organizes the expected outcomes into the areas of self-awareness, career exploration, decision-making, and planning and placement. It is designed to serve as a reference guide for Michigan educators in establishing local goals and objectives which are essential in planning career education curriculum at all grade levels, K-12.

LEAs. Most of the LEAS--70% of those chosen at random and 90% of those selected by the CEPD coordinators--are familiar with the Reference Guide. Every single LEA in the study--those who were familiar with this product and those who saw it for the first time during the study--thinks the publication will be useful; indeed, 50% of the random LEAs and 65% of the selected LEAs think it will be extremely useful. LEAs have used it and will use it for developing, organizing, or revising local goals and objectives; developing instructional units; conducting staff development; and planning local programs. The uses have been and will be multiple, especially among the selected LEAs.

CEPDs. Virtually all of the CEPDs--95%--are familiar with the Reference Guide and every single CEPD without exception thinks it will be useful: indeed, 50% of the CEPDs expect it to be extremely useful. The CEPDs point out, as would be expected, its great value in workshops designed to help local staffs write goals and objectives.

Consortium. Every member of the Consortium knows the Reference Guide and every member of the Consortium without exception regards it as extremely useful. The uses they envision are similar to the uses envisioned by the CEPDs and by the LEAs themselves.

Planning

Once an LEA has a clear concept of career education, the Michigan Career Education Model calls for the LEA to organize and plan a program.

Status

As explained earlier, most LEAs have either organized for planning or have actually begun planning.

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in Planning.

LEAs. The views of the LEAs as to what services they want in the future and the sources from which they have come in the past appear in the table on the following page. It shows that the most wanted service is consultation, followed at some distance by assistance in completing planning forms for career education. Most other services, while in less demand than the first two, were nevertheless rated as potentially quite useful by a majority of the LEAs.

These answers are consistent with the current status of career education in most LEAs: only 10 percent have actually begun implementing a planned career education program and only 5 percent of the selected LEAs already have a fully implemented program.

LEAs identified such services as being currently provided by CEPDs rather than provided directly by the MDE or by colleges or universities. This is in keeping with the MDE plan for the CEPDs as intermediate units, receiving services from the State and giving services to the LEAs.

About 20 percent of the LEAs said they could not express an interest in the services until they knew by whom they would be supplied.

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=46-51) / Selected LEAs (N=91-98)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Consultation	55 / 55	30 / 30	15 / 10	0 / 5	0 / 0	CEPD / CEPD
Advice about consultants	25 / 35	30 / 25	25 / 25	20 / 10	0 / 5	CEPD / CEPD
Speakers for the School Board about career education	20 / 20	20 / 20	30 / 25	15 / 25	15 / 15	CEPD / CEPD
Speakers for staff, parent and business groups about career education	30 / 25	40 / 25	25 / 25	5 / 15	0 / 5	CEPD / CEPD
Publicity releases for radio, TV and newspapers	20 / 30	25 / 25	35 / 20	15 / 20	5 / 5	CEPD / CEPD
Publish newsletters or brochures	25 / 25	30 / 35	30 / 25	10 / 10	5 / 5	CEPD / CEPD
Assistance in completing planning forms for career education	35 / 25	30 / 35	20 / 25	10 / 10	0 / 5	CEPD / CEPD

CEPDs. The services offered by most CEPDs correspond almost exactly to the usefulness of those services as seen by the LEAs. This appears to be clear evidence of teamwork.

Consortium. The college and university members of the Consortium provide an array of planning services which also correspond closely to what the LEAs value.

Products

The MDE has sponsored the development of 3 products to help LEAs with planning.

The first product reviews and expands the ideas contained in the Michigan Career Education Act, presents the Michigan Career Education Model, and describes the characteristics of a sound career education program. The content of this product overlaps to a large degree such other products as Career Education In Michigan, Michigan Career Education Conference Folder, and An Approach: Career Education in Michigan.

The second product is an elaborate how-to-do-it manual designed to guide LEAs from initial planning through full implementation. The manual is intensely practical and leaves room for wide variation in local programs.

The third product is a small leaflet containing the kind of brief overview of the Michigan Career Education Model found in the Conference Folder. As is the case with the folder, everything in it appears in other forms elsewhere.

LEA, CEPD, and Consortium views of those 3 products appear in the following pages.

GUIDELINES FOR CAREER EDUCATION PROGRAMMING

This 24-page document contains further information on ideas contained in Public Act 97--the Career Education Act. These guidelines present general explanations and suggestions for school districts working toward the actual operation of career education. They outline the definition, goals, and objectives of career education. They also describe the role of organizations and people in implementing career education and outline essential and desirable elements of a career education program.

LEAs. A heavy majority of the random LEAs--75 percent--and almost all of the selected LEAs--90 percent--are familiar with the Guidelines. Almost all of the LEAs--95 percent--think they will be able to use this product. A small minority called it "extremely useful". LEAs have used it and will use it to orient themselves, make others aware of career education, conduct in-service training, and keep it as a general reference, but the primary use for the Guidelines has been and will be to direct planning. The fact that the information in it is not unique but can be found in other publications may help explain why relatively few LEAs give it an extremely high rating.

CEPDs. All of the CEPDs--100 percent--are familiar with the Guidelines and 95 percent of them think it will be useful, although only 15 percent consider it extremely useful. The uses to which the CEPDs will put this product parallels the uses to which the LEAs will put it.

Consortium. Most of the Consortium members are familiar with this publication but their views differ widely as to its usefulness. Some called it "not useful" while others called it "extremely useful". While this diversity of opinion did not characterize the LEAs and the CEPDs, they tended to avoid extremely high ratings.

CAREER EDUCATION HANDBOOK FOR IMPLEMENTATION

This handbook is designed as a "do-it-yourself" suggestion book for local districts, whether they are planning for career education or are already involved in implementation. It is designed as a practical guide to finding your own local answers based on the needs of local districts. It contains an Introduction and sections on Creating Awareness of Career Education in the district and the community, Organizing the District for Career Education, Generating a Plan for Career Education, and Resource Materials. Sections on Program Development and Program Evaluation are being developed at this time.

LEAs. Most of the LEAs--70% of those chosen at random and 90% of those selected--are familiar with the Handbook. All the LEAs--100%--including those which have used it and those which have not, regard the Handbook as useful. In fact, 60% of the random LEAs and 55% of the selected LEAs called it "extremely useful". LEAs have used and will use the Handbook as a guide for planning, developing, and implementing a program (one LEA called it a "Career Coordinator's Bible"), as a reference book for learning more about career education, as a source book for becoming more familiar with the MDE plan for career education, as a set of materials for supplying in-service training to local steering committees, as a set of materials for making teachers and others better acquainted with career education through in-service workshops, and so on.

CEPDs. Every CEPD has seen or heard of the Handbook and every CEPD thinks it will be useful. In fact, 55% think it will be extremely useful. In addition to using this product with the LEAs, the CEPDs anticipate that it will be helpful to the CEPD staff members themselves in learning more about planning and implementing career education.

Consortium. Most of the Consortium members know this product and think it will be useful; indeed, half of them think it will be extremely useful.

AN APPROACH: CAREER EDUCATION IN MICHIGAN

This 8 1/2 x 11 inch folded leaflet is designed for general use to describe Career Education in Michigan to educators and the public. It gives the Michigan definition of career education and outlines the Michigan Model of an integrated approach to career education. It also describes a number of products which have been developed as tools for implementing career education.

LEAs. Only half of the LEAs are familiar with this small leaflet. Although 70 percent of those who had seen it before and those who met it for the first time during this study said they will find it useful, the uses mention by the LEAs were limited to introducing the concept of career education to build early awareness on the part of staff members and the community.

CEPDs. A majority of the CEPDs--70 percent--are familiar with the leaflet but only 75 percent of all the CEPDs questioned thought it would be useful, and only 10 percent thought it would be extremely useful.

Consortium. The views about this product are similiar in the Consortium: most members know it and most said it will be useful, but most did not given it high ratings.

Administrative Organization

The Michigan Career Education Model calls for every level in the system of public education to build career education. The Michigan Career Education Act specifically mentions the State Board, the Commission, the MDE, the CEPDs, the ISDs, the CEPD Councils, the LEAs, the public colleges and universities, and each local community. Moreover, the Act outlines the proper role for each.

Each LEA is charged with three responsibilities:

- Creating an awareness, understanding, and receptivity for career education among the educational system and community.
- Organizing the educational system and the community for the effective planning and implementation of career education.
- Generating by September 1, 1975, an initial career education plan for the 1975-76 school year.

Status

To meet these responsibilities, each LEA needs a satisfactory administrative organization. PSE asked the LEAs how they view their progress toward a fully-implemented administrative organization. Only 5 percent said it was fully completed. Another 25 percent had it partially completed, another 20 percent had begun it, and another 10 percent had laid plans. But 30 percent had not yet planned, much less implemented, a satisfactory administrative organization for career education.

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in implementing the Administrative Organization component of the Model.

LEAs. PSE asked the LEAs what kind of help they needed in getting organized. The table gives their answers.

PSE also asked the LEAs where they had been getting such help in the past. CEPDs topped the list of replies, as the the table shows.

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=48-49) / Selected LEAs (N=95-98) USEFULNESS 1 Very Much %	2 %	3 %	4 %	5 Not at All %	PAST SOURCE
Part- or full-time services of a career education coordinator	50 / 55	20 / 20	10 / 10	10 / 5	10 / 10	CEPD / CEPD
Assistance for the local school district coordinator	65 / 60	25 / 25	10 / 10	0 / 5	0 / 0	CEPD / CEPD
Hold regular meetings for local school district coordinators to share ideas	65 / 60	20 / 25	10 / 10	5 / 5	0 / 0	CEPD / CEPD

CEPDs. Only 50 percent to 70 percent of the CEPDs are providing LEAs the kinds of help they very much want with administrative organization for career education. Although most CEPDs plan to offer such help eventually, the responses of the LEAs indicate that they want and need it immediately.

Consortium. Except for assisting the local district coordinator in carrying out his role in career education, which most Consortium members are doing now or will do eventually, only about half of the Consortium members are providing or plan to provide the other types of services listed in the preceding table.

Instruction

Distinguishing between career preparation and career development, the Michigan Model calls for the infusion of career concepts into all subjects as a means of getting teachers to target on both career preparation and career development. And the Model calls for a career exploration program making heavy use of community resources. The Model also calls upon guidance counselors and media specialists to assist.

Status

How do the LEAs view their progress toward a fully implemented instructional program? All LEAs intend to develop one; no LEA has one so far. Although 15 percent have completed some implementation and another 10 percent have completed their plans and another 20 percent have begun them, 55 percent of the LEAs have not yet planned an instructional program. The selected LEAs are making considerably better progress: only 35 percent are still in the planning stage while 30 percent have completed some implementation.

How do the LEAs view their progress toward a fully implemented exploration program? All LEAs intend to develop one; no LEA has one so far. Their progress is a bit slower than that described for the instructional program.

Elementary Curriculum. Most LEAs--60 percent--plan to infuse and integrate career concepts into the regular elementary (K-6) curriculum, but a large minority--35 percent--plan to integrate some elements but handle others separately. The selected LEAs lean further toward infusion and integration than the random LEAs.

Fewer than 25 percent of the elementary teachers are involved in the planning and delivery of career education in the typical LEA.

Junior High Curriculum. Career content will be less infused into other subjects in the junior high grades than in the elementary grades, if the LEAs carry out their present plans. Only 50 percent plan to use infusion as the primary technique in the junior high. Another 35 percent will use both infused and separate approaches and 15 percent will handle career education as a separate activity.

Only about 25 percent of the junior high teachers are now involved in the planning and teaching of career concepts in the typical LEA.

Senior High Curriculum. Career content will be even less infused into other subjects in senior high schools than in junior high and elementary schools. Only 35 percent of the LEAs plan to use infusion exclusively. Another 40 percent plan to use both infused and separate approaches, while the remaining 25 percent plan to handle it as a separate subject.

As in the case of junior high and elementary schools, only 25 percent of the senior high teachers are involved in planning and delivering career education in the typical LEA.

Career Exploration. Half of the LEAs have developed an exploration program, usually for grades 7-9 but there is a very wide variation in local practice, with career exploration being offered in every grade from kindergarten through 12, according to the survey results. This finding suggests that the term "career exploration" is not widely understood in the LEAs.

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in implementing the Instruction component of the Model.

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=47-49) / Selected LEAs (N=93-97)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Assistance for teachers or curriculum planners in infusing career education concepts into classroom instruction	55 / 50	30 / 25	15 / 15	0 / 5	0 / 0	CEPD / CEPD
Exploration Program Design and conduct individual or group exploration	35 / 15	25 / 30	30 / 30	10 / 10	0 / 15	CEPD / CEPD
Assistance in developing individual or group exploration programs for students	60 / 30	20 / 30	15 / 25	0 / 10	0 / 5	CEPD / CEPD

LEAs. LEAs are seeking help with infusion and with exploration programs, as shown in the table above. The random LEAs would find help with both infusion and exploration very useful while the selected LEAs are more interested in help with infusion. In the past, LEAs have sought such assistance from their CEPDs.

CEPDs. Fewer than half of the CEPDs currently offer the three services listed in the table on the preceding page--45 percent, 30 percent, and 25 percent respectively. Given the great importance of both infusion and exploration in the Michigan Model, and given the LEAs service requests, it is evident that the CEPDs are lagging far behind the needs of the LEAs.

Consortium. Although most Consortium members currently help LEA personnel learn infusion skills, only about half of them help the LEAs design exploration programs. Although more will do so eventually, there is a vacuumn in the CEPDs which the Consortium should be able to fill. It seems possible that the predominately vocational education background of the CEPD Coordinators may make them poorly equip at present to help the LEAs with infusion--which requires a knowledge of all subject fields--or with exploration--which requires a knowledge of all occupations.

Guidance

The Michigan Career Education Model expects guidance and counseling professionals to reinterpret their traditional role of dealing with crises and problem solving to take on a broader range of goal-oriented services for students. That new role calls for more group guidance for students and more teamwork with classroom teachers.

Status

Most LEAs--65 percent--say that career education has already changed the role of guidance counselors. Although virtually none of the LEAs have a fully-implemented career guidance program and even though 55 percent have not yet planned one, the influence of the career education movement has already touched guidance services. A few LEAs have completed their plans for career guidance and a sizable minority--40 percent--are already implementing plans they made earlier.

Although less than 30 percent of the LEAs have elementary guidance counselors, PSE asked them what functions those counselors perform. Their answers appear in the table on the following page. It seems clear that crisis counseling and problem counseling continue to dominate the day of the elementary guidance counselor, although a sizable minority are already at work with groups of students and classroom teachers to advance the students' career development. The same observation applies to the selected LEAs, but their counselors show a higher level of overall activity.

- WHAT SERVICES ARE OFFERED BY GUIDANCE COUNSELORS FOR ELEMENTARY STUDENTS?

	Random LEAs (N=14)	Selected LEAs (N=32)
Counsel students regarding crises or problems	65%	80%
Offer individual students guidance in the career development concept areas of:		
Self awareness and assessment	45	55
Career awareness and exploration	30	45
Career decision-making	20	25
Career planning and placement	30	20
Work with teachers to develop classroom programs infusing career development concepts	35	45
Work with groups of students in career guidance activities	30	40
Administer career aptitude and interest tests and interpret them to students	20	20
Design and conduct individual or group exploration programs	20	25
Other - make classroom presentations - college testing - placement	0	5

Most LEAs have guidance counselors in the secondary schools. While counselors in 90 percent of the LEAs engage in crisis counseling or problem counseling, they are far more actively engaged in working with groups of students to promote their career development and are somewhat more actively engaged in team work with teachers than is the case in the elementary schools. Those findings appear in the table on the following page.

- WHAT SERVICES ARE OFFERED BY GUIDANCE COUNSELORS FOR SECONDARY STUDENTS?

	Random LEAs (N=47)	Selected LEAs (N=96)
Counsel students regarding crises or problems	90%	90%
Offer individual students guidance in the career development concept areas of:		
Self-awareness and assessment	70	80
Career awareness and exploration	85	80
Career decision-making	85	85
Career planning and placement	70	80
Work with teachers to develop classroom programs infusing career development concepts	45	45
Work with groups of students in career guidance activities	50	60
Administer career aptitude and interest tests and interpret them to students	80	85
Design and conduct individual or group exploration programs	45	40
Other - make classroom presentations - college testing - placement	5	0

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in implementing the Guidance component of the Model.

LEAs. LEAs are less interested in help with their counseling programs than with help in other aspects of career education. Even so,

a heavy majority would find such help quite useful. LEAs are more interested in assistance in developing their own career guidance programs than in obtaining supplementary guidance services for students from outside sources.

In the past, they have sought such help from their CEPDs. The table below shows the pattern of their interests.

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=48-49) / Selected LEAs (N=94-95)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Part- or full-time services of a career guidance counselor	35 / 45	25 / 20	20 / 15	10 / 10	10 / 10	CEPD / CEPD
Provide interest and ability testing and interpretation for students	35 / 30	25 / 15	20 / 25	10 / 15	10 / 15	CEPD / CEPD
Assistance in developing career guidance program	40 / 45	40 / 25	20 / 20	0 / 5	0 / 5	CEPD / CEPD

CEPDs. Fewer than half the CEPDs provide guidance services to LEAs now: 45 percent, 30 percent, and 20 percent provide the services listed in the table above. Even in the future, only about half the CEPDs will provide the last two services listed. Presumably because guidance services are relatively well-established in most LEAs, the demand as well as the supply in this service area is moderate.

Consortium. About half the Consortium members provide guidance services to the LEAs at present. Eventually, all will assist districts in developing career guidance programs.

Placement

A comprehensive career education program is not complete if it does not actively help students place themselves in their chosen roles, according to the Michigan Model, which calls on placement services to do even more. For example, placement personnel can help with career exploration and with career preparation as part of a comprehensive placement approach.

Status

Placement services in most LEAs currently fall short of this ideal. While every LEA plans to develop a better program, few LEAs have fully implemented one thus far. In fact, 65 percent have not yet planned the kind of program called for in the Michigan Model. Indeed, only 35 percent of the LEAs said that their placement services have been affected at all by career education.

Current placement services to students include information about college and non-college training opportunities after high school, information about job openings, and help with job application skills and setting appointments. Services for students in school do not differ from services to students who are leaving school.

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in implementing the Placement component of the Model.

LEAs. As would be expected from their responses above, the LEAs could use help with placement services in either of two forms: 1) help in

developing their own programs and 2) direct services to students by outside agencies.

LEAs say they have turned to their CEPDs for such assistance in the past.

The table below provides details.

LEAs viewpoints toward services . . .

SERVICES	Random LEAs (N=48-50) / Selected LEAs (N=97)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Provide placement services for students	55/45	20/20	15/20	5/5	5/10	CEPD/CEPD
Assistance in developing placement services for students	60/50	20/20	20/15	0/10	0/5	CEPD/CEPD

CEPDs. Less than half the CEPDs--40 percent--are now assisting LEAs with the services listed above. One hundred percent of the CEPDs will eventually help the LEAs develop placement services and 85 percent of the CEPDs will actually provide placement services. The immediate assistance the LEAs want in getting placement services for students and in developing placement services for students is not currently available from most CEPDs or from all eight members of the Consortium, as shown below.

Consortium. Half of the Consortium members plan to assist LEAs in developing placement services for students.

Evaluation

The Michigan Career Education Act requires the LEAs to establish their objectives beginning in 1975-76 and to evaluate their accomplishments annually thereafter.

Status

Five percent of the random LEAs have already had their career education programs evaluated in contrast to 25 percent of the selected LEAs which have done so, sometimes because of obligations imposed by Federal and State funding sources. In both sets of LEAs, evaluation has been primarily an informal process thus far. Career education steering committees, administrators, classroom teachers, and parents have given their impressions of how well the program was working. The actual measurement of student learning has been rare up to the present.

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in implementing the Evaluation component of the Model.

LEAs. LEAs are far more interested in obtaining help in developing and carrying out an evaluation themselves than they are in having an evaluation conducted by outsiders. This desire for help in doing it for themselves is in keeping with their views about strengthening other local programs, but the LEAs are more rea[illegible]o go outside for such services as direct guidance and placement services for students and

for staff development than they are to go outside for program evaluation.

The table below illustrates this pattern of preferences.

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=46-48) / Selected LEAs (N=95-97)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Evaluate the Career Education Program	20/35	40/30	25/15	15/15	0/10	*/CEPD
Assistance in developing and carrying out an evaluation	50/55	25/30	15/10	5/5	0/0	CEPD/CEPD
Suggest outside evaluators	15/25	20/20	30/30	15/15	15/10	CEPD/CEPD

*CEPD and MDE

CEPDs. Only a minority of CEPDs are currently offering evaluation services to LEAs, although almost all CEPDs plan to do so in the future. Significantly, the services currently offered by the CEPDs are in exact correspondence to the services most valued by the LEAs.

Consortium. Evaluation is an area in which Consortium members definitely plan to expand their current services. While most of them are now willing to help districts carry out their own evaluations (the service most wanted by LEAs), they anticipate a sharp increase in their ability to suggest outside evaluators and to evaluate local programs.

Professional Development

LEAs need to initiate a staff development program to acquaint professional personnel with career education concepts, explain the new roles that they will play, and develop their skills. Advocating that viewpoint, the MDE urges LEAs and CEPDs to make staff development a major part of their plans. The MDE calls upon the LEAs and the CEPDs to make a personnel needs assessment and to get to work on meeting those needs at the very beginning of the career education effort.

The MDE offers assistance to the CEPDs and indirectly to the LEAs through sponsoring the production of in-service materials, training selected college and university faculty members, and creating the eight-member Consortium to provide services to the LEAs directly and/or through their CEPDs.

Status

The LEAs are still at an early stage in planning and implementing staff development. While every LEA plans to establish a training program, no LEA has fully implemented one thus far. Indeed, 60 percent of the LEAs have not yet planned a staff development program, despite the fact that the MDE urges them to make this virtually the first step in initiating career education. The selected LEAs, as would be expected, are at a more advanced stage. Almost half of them have begun a staff development program and another 15 percent have already laid plans.

Despite the fact that they do not all have comprehensive staff development plans, 60 percent of the random LEAs and 75 percent of the selected LEAs have already conducted career education training sessions.

The typical LEA has reached less than 20 percent of its staff in such sessions and has taken them beyond an initial orientation lasting less than 10 hours. That is, the extent of staff development in most LEAs thus far has been orientation for less than 20 percent of the staff. At the other extreme, a few selected LEAs have conducted more than 10 hours of professional development for more than 80 percent of their classroom teachers, counselors, media specialists, and administrators.

Most of the training has been conducted by members of the local staff--especially in the selected LEAs, 70 percent of which report that being the case. CEPD staffs, ISD staffs, consultants from other school districts, college and university personnel, MDE staff, and consultants from non-school organizations such as businesses follow in descending order of frequency.

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in implementing the Professional Development component of the Model.

LEAs. LEAs think that assistance with staff development would be quite useful, as shown in the table on the following page. It is probably highly significant that staff development is the function that LEAs are most ready to have outsiders conduct. For most other functions, the LEAs are equally interested in getting help with doing it themselves and for some functions--such as evaluation--they would rather do it themselves than have it done by outsiders. The preference for staff

development conducted by outsiders is presumably a recognition by the LEAs that they do not have--and cannot expect to develop--the internal capacity for doing it all. This preference for staff development

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=47-49) / Selected LEAs (N=95-98)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Conduct staff development	65 / 55	25 / 30	10 / 15	0 / 5	0 / 5	CEPD / CEPD
Assistance in conducting staff development workshops	50 / 55	25 / 30	15 / 15	5 / 0	5 / 0	CEPD / CEPD
Create staff development workshop materials	45 / 60	35 / 35	15 / 20	5 / 0	0 / 0	CEPD / CEPD
Arrange temporary work sites for school staff to gain knowledge of many careers	20 / 30	35 / 30	20 / 25	10 / 15	10 / 5	CEPD / CEPD
Arrange staff trips to observe career education programs in other districts	30 / 35	30 / 30	30 / 25	10 / 10	0 / 5	CEPD / CEPD

conducted by outsiders can be contrasted with the present state of affairs in which most staff development is being conducted by insiders. Given the importance the MDE assigns to staff development in career education, this is clearly a service area in which CEPDs, colleges and universities, other outside organizations, and perhaps the MDE itself should become more active.

Not surprisingly, a heavy majority of the LEAs also want help with conducting their own workshops and creating materials. They are also interested--but less interested--in having outsiders arrange work experience sites for school staffs and arrange for school staffs to visit career education programs elsewhere. The relatively low interest the LEAs express in what is happening elsewhere shows up not only in this table but in their relatively low interest in the publication Career Education in Michigan, which contains pictorial profiles of particular LEA and ISD programs. That publication received the lowest ratings of the entire set of eleven products, lower even than the leaflet An Approach: Career Education in Michigan and the Conference Folder, both of which contain little information, none of it unique. Although the pictorial profiles in Career Education in Michigan are both more informative and unique (not duplicated in any other product), the LEAs give it low ratings.

That observation can be coupled with the fact that the highest-rated products, Career Education Handbook for Implementation and A Reference Guide: Career Development Goals and Performance Indicators contain no information about what is happening in other LEAs but instead (particularly in the case of the Handbook) approach the LEAs on the

assumption that each will develop a unique program and offer them specific, practical help in how to do it. From these twin sources of evidence, it appears that the LEAs respond best when approached as unique units.

CEPDs. Fewer than half the CEPDs currently offer most of the services the LEAs would find useful, although the ranking of services wanted by the LEAs closely parallels their availability from the CEPDs. Eventually, about twice as many CEPDs as at present will offer the staff development services listed in the previous table. But at present, it appears that the interest of the LEAs in staff development is not fully met by the readiness of the CEPDs to supply it.

Consortium. Most Consortium members currently offer the first three services listed in the table on the earlier page--the three which the LEAs consider most useful. And the remaining Consortium members plan to add them in future. Meanwhile, it seems clear that the LEAs' needs for staff development will not be fully met.

Products

The MDE has sponsored the development of the Career Education Workshop Package specifically to help the LEAs conduct staff development activities. Various viewpoints toward the product are displayed on the following page.

CAREER EDUCATION WORKSHOP PACKAGE

This handbook is designed to assist a workshop implementor in planning, conducting, and following-up a Career Education Curriculum Development Workshop. Materials are included for each topic and step in planning a model workshop and are designed to be as flexible as possible. The materials, activities, and strategies described in this handbook have been developed from the expreience gained by Michigan educators in years of providing in-service training.

LEAs. Very few of the random LEAs--15 percent--and only a minority of the selected LEAs--30 percent--are familiar with the Workshop Package. But every LEA—those who had seen it before this study and those who had not--thinks it will be useful. In fact, 35 percent of the random LEAs and 30 percent of the selected LEAs think it will be extremely useful. LEAs have used it or will use it not only to conduct workshops but as a tool to guide their overall planning for career education.

CEPDs. Only half of the CEPDs have seen or heard of the Workshop Package. Nevertheless, those who had seen it before and those who saw it for the first time during this study regard it as useful--90 percent gave it that rating and 35 percent of those predicted that it would be extremely useful.

Consortium. Almost all of the Consortium members are familiar with this product and most of them think it will be extremely useful. They intend to use it, as would be expected, to conduct in-service workshops, which undoubtedly helps explain the extraordinarily high ratings they gave it.

Occupational Information

The Michigan Model is designed on the assumption that timely, accurate, and accessible occupational and other career planning information is essential for satisfactory instruction and effective guidance. In keeping with this viewpoint, the Michigan Career Education Act requires LEAs to use an occupational information system.

Such a system must include up-to-date information concerning current and future job opportunities, education requirements, working conditions, sources of training, and related job and education information.

Status

How do the LEAs view their progress toward a fully implemented occupational information system? While every LEA intends to implement a system, only a tiny proportion of the selected LEAs have done so thus far. The random LEAs report themselves to be at a more advanced stage of development than the selected LEAs. For example, 35 percent of the random LEAs and 45 percent of the selected LEAs say they have not yet planned a system. And while 65 percent of the random LEAs say that implementation is underway, only 45 percent of the selected LEAs make this statement. Their answers suggest that the selected LEAs have a more sophisticated understanding about occupational information systems and have higher standards for what they should be like. Thus they report themselves as being further from their ideal than the random LEAs. A more important point is that both groups of LEAs can use help in improving what they have, as reported on the following page.

- HOW DO LEAs VIEW THEIR PROGRESS TOWARD A FULLY IMPLEMENTED OCCUPATIONAL INFORMATION SYSTEM?

	Random LEAs (N=48)	Selected LEAs (N=94)
Do not intend to develop	0%	0%
Not planned yet	35	45
Plans completed	0	5
Have begun to implement	25	20
Some implementation completed	40	20
Implementation fully completed	0	5

Most LEAs--85 percent--already have some kind of occupational information system. Among those systems, VIEW is most common: 85 percent of the LEAs use it. Others include Occupational Briefs, used by 65 percent of the LEAs, and miscellaneous additional systems. Computer-aided systems are used by only 5 percent of the LEAs at this time.

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in implementing the Occupational Information component of the Model.

LEAs. LEAs can use help in supplying students with occupational information. Their viewpoints toward the usefulness of three different kinds of help are displayed on the following page. In keeping with their viewpoints about having outside organizations provide placement services for students, LEAs think that it would be very useful to have occupational information provided in the same way. And, in keeping with their desire for help in developing their own placement services, they think it would be very useful to have help in obtaining and using an occupational information system themselves.

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=49) / Selected LEAs (N=96-97)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Provide an occupational information system	60 / 50	20 / 30	15 / 10	0 / 5	0 / 5	CEPD / CEPD
Help obtain an occupational information system	50 / 50	35 / 35	10 / 15	5 / 0	0 / 0	CEPD / CEPD
Assistance in how to use an occupational information system	45 / 40	40 / 35	10 / 20	0 / 5	0 / 0	CEPD / CEPD

In the past, the LEAs have sought help with occupational information systems from their CEPDs rather than from the MDE or from colleges or universities.

CEPDs. Just over half the CEPDs are currently providing occupational information services to the LEAs in their regions. But virtually all CEPDs recognize the importance of occupational information as a part of career education, as indicated by the fact that they intend to provide the service eventually. It appears from the data that the "market" for an occupational information system operated by the CEPDs (or perhaps the ISDs) is better than they realize.

Consortium. Fewer than half the Consortium members provide occupational information services at present although more than half

will do so eventually. The Consortium envisions helping the LEAs plan and operate systems rather than operating systems themselves.

Products

The MDE has sponsored the development of one occupationa information system widely used by the LEAs: Michigan VIEW Laboratory Implementor Handbook. (VIEW is the acronym for Vital Information for Education and Work.) PSE asked the LEAs, the CEPDs, and the Consortium, how well they know it and how useful they think it will be. Their answers appear on the following page.

MICHIGAN VIEW LABORATORY IMPLEMENTOR HANDBOOK

VIEW is an occupational information gathering, storing, and dissemination system which uses a microfiche application for information retrieval. It is designed for use by counselors, teachers, and students to provide job descriptions and current local and regional information. This handbook is designed to assist local school staff in making effective use of the VIEW system. It contains an introduction, materials samples, VIEW indices, and sections on self-exploration, career exploration, decision-making, and classroom activities.

LEAs. A majority of the LEAs--65 percent--of those chosen at random and 70 percent of those who were selected--are familiar with VIEW. Of those who had used it before and of those who saw it for the first time, 95 percent thought it would be useful. Indeed, 40 percent thought it would be extremely useful. LEAs have used VIEW in several locations with several populations in several ways. Those uses include placing it in guidance departments for use by counselors with students, placing it in school libraries so that students could use it as a reference, placing it in occupational classes so that teachers could use it during instruction, placing it in other classes so that teachers and counselors could use it to guide students' occupational exploration, and placing it in staff development workshops to acquaint teachers with its use.

CEPDs. Most of the CEPDs--85 percent--are familiar with VIEW and all CEPDs--100 percent--think it will be useful, with 45 percent rating it as extremely useful.

Consortium. Most of the Consortium members are familiar with VIEW and most of them think it will be useful. A minority expect it to be extremely useful.

Media

Media and other instructional materials are essential for implementing career education, according to the MDE. Accordingly, the MDE calls upon LEAs, ISDs, CEPDs, and Regional Education Media Centers to provide media support services to teachers and counselors.

Status

While they are making increasing use of commercially-produced materials, all LEAs plan to develop their own materials locally as well. But they are still at an early stage, with only a tiny proportion of the selected LEAs having a satisfactory system for doing so. Most LEAs--60 percent--have not yet planned how they will develop materials.

The selected LEAs are ahead of the random LEAs in developing their own materials: 35 percent in contrast to 15 percent.

LEAs have developed four types of materials:

- Curriculum units for grades K-12 to guide teachers in infusing career content into various subject fields.
- Printed brochures and handbooks for heightening staff awareness of what career education is and why it is desirable, particularly for use with elementary teachers.
- Audio-visual materials (typically slides) to increase the awareness of elementary students in the variety of career possibilities open to them.
- Audio-visual materials (typically slides) to heighten community awareness of what career education is and why it is important.

LEAs use some of those materials with multiple audiences such as professional staff as well as with parents.

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in implementing the Media component of the Model.

LEAs. LEAs seem less interested in getting help with making materials than in getting help with identifying and obtaining materials created by others. Their viewpoints about assorted media services are shown in the table below. To interpret the apparent contrast between the intentions

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=46-49) / Selected LEAs (N=97-98)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Create career education curriculum guides or instructional materials	55 / 45	20 / 35	20 / 15	5 / 10	0 / 0	MDE / *
Screen and recommend existing materials	45 / 40	40 / 25	10 / 25	5 / 5	0 / 0	CEPD / CEPD
Provide copies of materials on loan	65 / 50	25 / 35	5 / 10	0 / 5	0 / 0	CEPD / CEPD
Assistance in creating materials	35 / 55	30 / 25	25 / 20	5 / 0	0 / 0	CEPD / CEPD
Publish a catalog of available classroom speakers	45 / 40	25 / 25	20 / 20	10 / 10	0 / 5	CEPD / CEPD
Publish a catalog of available student trips	50 / 35	20 / 25	20 / 25	10 / 10	0 / 5	CEPD / CEPD

*CEPD and MDE

of the LEAs to develop their own instructional materials and their interest in obtaining materials developed elsewhere (as described on the preceding page) it must be remembered that when LEAs speak of developing materials such as curriculum units, they intend to incorporate or re-work existing materials into those units. That is, LEAs typically do not develop materials from scratch but assemble, adapt, rearrange, redesign, omit, and supplement what others have done before. For this reason, LEAs think that help from outside sources in the form of media, catalogs of media, and recommendations of media would be quite useful.

CEPDs. Fewer than half of the CEPDs are currently providing the material services which more than half the LEAs want. While they plan to expand their services eventually, it appears that the CEPDs are currently missing three immediate opportunities to serve LEAs: 1) creating curriculum guides and materials, 2) cataloging available classroom speakers, and 3) cataloging available student trips. About twice as many LEAs want services as there are CEPDs currently providing them.

Consortium. The representatives of the Consortium reported that most of their institutions are currently engaged in offering material services to LEAs and that virtually all expect to do so at some point in the future. Understandably, the Consortium members do not plan to publish catalogs of speakers and trips.

Advisory Groups

The Michigan Career Education Act establishes career education advisory bodies at both the State and CEPD levels and specifies their duties and membership. In keeping with the spirit of the Act, the MDE encourages LEAs to establish direct links with their CEPD Advisory Councils and/or to establish advisory bodies within the LEAs themselves.

The function of the State, CEPD, and LEA advisory bodies goes beyond giving advice: it extends to promoting, arranging, and participating in various forms of active community involvement in carrying out the processes of instruction and guidance.

Status

A majority--55 percent of the random LEAs and 70 percent of the selected LEAs--have already established at least one career education advisory group. (This figure presumably includes traditional LEA vocational education advisory councils and should not be interpreted as a measure of LEA activity in creating new career education advisory groups.) The typical LEA advisory group has from 6 to 10 members, with the range extending from a single member to more than 20 members.

The composition of the advisory groups is indicated by the following table, which shows (in rank order) the kinds of people most likely to sit as members. The typical advisory group in both the random and the selected LEAs consists of about six professional educators and about two community representatives. This proportion is out of keeping with

- WHO SITS ON CAREER EDUCATION ADVISORY GROUPS OR COMMITTEES? (ranked from most often to least often)

	Random LEAs (N=27)		Selected LEAs (N=87)
Elementary Teacher	65%	Guidance Counselors	70
Central Office Staff	60	Central Office Staff	65
High School Teacher	60	Elementary Teacher	65
Secondary Principal	60	High School Teacher	65
Board of Education	55	Elementary Principal	60
Vocational Education Teacher	55	Secondary Principal	55
Elementary Principal	50	Middle School Teacher	50
Guidance Counselors	50	Vocational Education Teacher	45
Middle School Teacher	45	Business	40
Business	40	Parents	40
Labor	35	Curriculum Coordinator	35
Parents	35	Labor	30
Curriculum Coordinator	30	Students	30
Students	20	Board of Education	25
Community Schools	15	Professions	20
Librarians	15	CEPD Staff	15
CEPD Staff	10	Community Schools	15
Community Agencies	10	ISD Staff	15
Professions	10	Librarians	15
The Arts	5	Community Agencies	10
The Clergy	5	Government	10
Government	5	Other	10
ISD Staff	5	The Clergy	5
News Media	5	News Media	5
Other	5	The Arts	0

the spirit of the Career Education Act requirement for CEPD Council members of which not more than one-half may represent the education profession. While there is no direct stipulation in the Act regarding the composition of LEA advisory bodies, it does appear that the LEAs do not fully understand that the primary purpose of the advisory body is to stimulate and guide widespread community involvement in

career education. LEAs presumably need help in gaining this understanding.

Services

PSE sought to discover the pattern of services used/supplied and wanted/planned by the Career Education Team in implementing the Advisory Groups component of the Model.

- LEA viewpoints toward services . . .

SERVICES	Random LEAs (N=45-48) / Selected LEAs (N=92-95)					
	USEFULNESS					PAST SOURCE
	1 Very Much %	2 %	3 %	4 %	5 Not at All %	
Assistance in organizing or working with advisory committee	25 / 25	25 / 25	25 / 25	20 / 20	5 / 5	CEPD / CEPD
Participation on advisory committee	15 / 15	20 / 25	25 / 25	20 / 25	15 / 15	CEPD / CEPD
Information on materials for advisory committee	50 / 40	30 / 35	15 / 20	5 / 5	0 / 0	CEPD / CEPD

LEAs. The LEAs may not be aware of how much assistance they need in understanding the intended purpose and composition of advisory bodies, as indicated by the table above. The table does show that the LEAs think that information and materials for advisory committee members would be quite useful.

CEPDs. Over half the CEPDs are currently helping the LEAs work with advisory committees and supplying materials for them. And all CEPDs plan to do so eventually. This is a rare instance in which the CEPDs seem more ready to provide services than the LEAs are to use them. Presumably the CEPDs need to convince the LEAs that their present advisory committees dominated by the professional staff are not the best mechanism for obtaining widespread community involvement.

Consortium. Most Consortium members are already assisting the LEAs in working with advisory committees. Those that are not plan to do so eventually. Here again, as in the case of the CEPDs, the Consortium members seem more ready to provide services than the LEAs are to use them.

Summary

Brief highlights of the entire Findings chapter appear in this section. A considerable amount of the detailed information appearing in earlier pages has been omitted.

Status of the LEAs

The progress of the LEAs--and the relative progress of the typical (random) LEAs in contrast to that of the more advanced (selected) LEAs--is best summarized in the table below.

- WHICH COMPONENTS OF THE CAREER EDUCATION MODEL HAVE BEEN MOST FULLY IMPLEMENTED? (ranked from most fully implemented to least fully implemented)

Random LEAs (N=47-50)		Selected LEAs (N=93-98)	
Occupational Information System	40%	Administrative Organization	45%
Administrative Organization	30	Advisory Committees	35
Advisory Committees	20	Instruction	30
Guidance	15	Media	30
Instruction	15	Guidance	25
Media	15	Occupational Information System	25
Placement	15	Placement	25
Professional Development	15	Professional Development	25
Evaluation	5	Evaluation	25

Few if any LEAs in the entire state have fully implemented all components of the Michigan Career Education Model. While the selected LEAs are clearly ahead of the random LEAs, even those which are most advanced have much work ahead. The kinds of services and products they think they will need to move forward--and the plans of the CEPDs

and the Consortium for providing those services and products--are described below.

Services

LEAs. With which components of the Michigan Model do the LEAs want help? The LEA answers to that question appear in the table below.

- WITH WHICH COMPONENTS OF THE MODEL DO THE LEAs FEEL THAT HELP WOULD BE MOST USEFUL? (ranked from most useful to least useful) (N=136-149)

  Administrative Organization
  Occupational Information
  Media
  Placement
  Planning
  Professional Development
  Instruction
  Guidance
  Advisory Groups
  Evaluation
  Concepts and Goals

Comparing the two preceding tables shows that the LEAs are asking for help with the least developed components of their programs. Generally, components that appear at the bottom of the first table appear at the top of the second table and vice versa. The exception is the administrative organization of the LEAs for career education. Although more LEAs have made progress with this component than with many others, they nevertheless seem to recognize that it is pivotal to their success and thus place it at the very top of the list.

*PSE asked the selected LEAs what aspects of their program merited a more detailed description. About 20 nominated a feature of special interest.

As to the specific services the LEAs most want, that appears in the table below.

- WHICH SERVICES DO THE LEAs FEEL WOULD BE MOST USEFUL? (N=134-146) (ranked from most useful to least useful)

  Assistance for the local school district coordinator

  Hold regular meetings for local school district coordinators to share ideas

  Conduct staff development

  Provide copies of materials on loan

  Assistance in developing placement services for students

  Provide an occupational information system

  Consultation on planning

  Assistance in conducting staff development workshops

  Part- or full-time services of a career education coordinator

  Assistance for teachers or curriculum planners in infusing career education concepts into classroom instruction

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Not surprisingly, assistance for the LEA career education coordinators tops the list. This is in keeping with the LEAs' need for help with their administrative organization. Similarly, staff development--conducted by outside organizations, in keeping with observations made earlier--would meet another high-ranking need. Generally, the "useful services" list corresponds to the "components" list shown in the preceding table.

CEPDs. The following ranked list of Michigan Model components shows which area of services most CEPDs currently offer.

- IN WHICH COMPONENTS OF THE MODEL DO MOST CEPDs OFFER SERVICES? (N=43-48) (ranked from highest number of CEPDs to lowest number)

  Planning
  Administrative Organization
  Advisory Groups
  Media
  Occupational Information
  Professional Development Program
  Concepts and Goals
  Instruction
  Placement
  Guidance
  Evaluation

Similarly, the list of specific services which appear in rank order in the table on the following page shows which ones most CEPDs currently offer.

A comparison of the LEA and CEPD component tables and a comparison of the LEA and CEPD services tables shows a relatively close correspondence between "most-wanted" and "most-offered" services. Thus it appears that what the CEPDs are offering matches rather closely what the LEAs are seeking, except for help with advisory groups and placement.

Consortium. The components of the Michigan Model with which most of the Consortium colleges and universities offer help to the LEAs include work with advisory groups, professional staff development, clarifying concepts and goals, planning, and instruction. This list of components in which the Consortium members offer services does not coincide very well with those in which the LEAs are seeking help.

- WHICH SERVICES ARE OFFERED BY MOST CEPDS?
  (ranked from most often to least often offered)

	CEPDs (N=43-48)
Consultation on planning	90%
Assistance in completing planning forms for career education	85
Assistance for the local district coordinator	70
Advice about consultants	65
Information on material for advisory committee	65
Speakers for staff, parent and business groups about career education	65
Assistance in organizing or working with advisory committee	60
Assistance in how to use an occupational information system	60
Provide copies of materials on loan	60
Screen and recommend existing materials	60
Speakers for School Board about career education	60

Products

Which products do the LEAs, the CEPDs, and the Consortium know best and which ones do they think will be most useful? The viewpoints of each of the groups are summarized on the following page.

LEAs. Below is a ranked list of best-known products.

- WHICH PRODUCTS DO THE LEAs KNOW BEST?
  (ranked from most familiar to least familiar)

Random LEAs (N=48-51)		Selected LEAs (N=95-96)	
Common Goals of Michigan Education	90%	Common Goals of Michigan Education	95%
Career Education in Michigan	80	Career Education Handbook for Implementation	90
Guidelines for Career Education Programming	75	Guidelines for Career Education Programming	90
Career Education Handbook for Implementation	70	A Reference Guide: Career Development Goals and Performance Indicators	90
A Reference Guide: Career Developemnt Goals and Performance Indicators	70	Career Education in Michigan	80
Michigan Career Education Conference Folder	65	Michigan Career Education Conference Folder	80
Michigan View Laboratory Implementor Handbook	65	Michigan View Laboratory Implementor Handbook	70
Minimal Performance Objectives for Subject Areas	65	Minimal Performance Objectives for Subject Areas	70
Performance Objectives for Vocational/Technical Education	60	Performance Objectives for Vocational/Technical Education	60
Career Education Leaflet	50	Career Education Leaflet	50
Career Education Workshop Package	15	Career Education Workshop Package	30

- WHICH PRODUCTS DO THE LEAs THINK WILL BE MOST USEFUL? (ranked from most useful to least useful)

	Random LEAs (N=47-56)			Selected LEAs (N=90-104)	
	EU*	U**		EU*	U**
Career Education Handbook for Implementation	60%	100%	A Reference Guide: Career Development Goals and Performance Indicators	65%	100%
A Reference Guide: Career Development Goals and Performance Indicators	50	100	Career Education Handbook for Implementation	55	100
Michigan View Laboratory Implementor Handbook	40	95	Michigan View Laboratory Implementor Handbook	45	90
Career Education Workshop Package	35	100	Common Goals of Michigan Education	35	95
Minimal Performance Objectives for Subject Areas	35	90	Minimal Performance Objectives for Subject Areas	35	90
Performance Objectives for Vocational/Technical Education	35	85	Performance Objectives for Vocational/Technical Education	35	85
Common Goals of Michigan Education	30	90	Career Education Workshop Package	30	90
Guidelines for Career Education Programming	20	95	Guidelines for Career Education Programming	15	95
Michigan Career Education Conference Folder	15	75	Michigan Career Education Conference Folder	15	80
Career Education Leaflet	15	70	Career Education Leaflet	15	80
Career Education in Michigan	15	70	Career Education in Michigan	10	75

*"Extremely useful"
**"Useful" plus "extremely useful"

The table entitled "Which Products Do The LEAs Know Best?" shows that the difusion of the products among the LEAs ranges from a high of 90 percent to a low of 15 percnet among the random LEAs and from a high of 95 percent to a low of 30 percent among the selected LEAs. The table also shows that the products best and least known to the selected LEAs are those best and least known to the random LEAs. This summarizes the observations made throughout this study; namely, the selected LEAs are ahead of the random LEAs, but not by a great distance.

The table entitled "Which Products Do The LEAs Think Will Be Most Useful?" shows that the most valued products are those offering specific, practical help to the LEAs in initiating and operating career education programs. Although the LEAs regard all the products sponsored by the MDE as useful, they give a lower ranking to the already-widely-available sets of goals and objectives for academic and vocational programs and a still lower ranking to materials that contain limited information, duplicate information available elsewhere, or describe programs in other ISDs and LEAs.

CEPDs. The table on the following page ranks products in order of the CEPDs' familiarity with them.

- WHICH PRODUCTS DO THE CEPDs KNOW BEST? (ranked from most familiar to least familiar)

	CEPDs (N=44-48)
Career Education Handbook for Implementation	100%
Common Goals of Michigan Education	100
Guidelines for Career Education Programming	100
Performance Objectives for Vocational/Technical Education	100
A Reference Guide: Career Development Goals and Performance Indicators	95
Michigan Career Education Conference Folder	90
Career Education in Michigan	90
Michigan View Laboratory Implementor Handbook	85
Career Education Leaflet	70
Minimal Performance Objectives for Subject Areas	70
Career Education Workshop Package	50

The table on the following page ranks products in order of the CEPDs' opinions about their usefulness.

- WHICH PRODUCTS DO THE CEPDs THINK WILL BE MOST USEFUL? (N=44-47)
  (ranked from most useful to least useful)

	EU*	U**
Performance Objectives for Vocational/Technical Education	65%	100%
Career Education Handbook for Implementation	55	100
A Reference Guide: Career Development Goals and Performance Indicators	50	100
Michigan View Laboratory Implementor Handbook	45	100
Career Education Workshop Package	35	90
Common Goals of Michigan Education	30	95
Minimal Performance Objectives for Subject Areas	25	95
Michigan Career Education Conference Folder	20	85
Guidelines for Career Education Programming	15	95
Career Education in Michigan	15	80
Career Education Leaflet	10	75

*"Extremely useful"
**"Useful" plus "extremely useful"

A comparison of the two LEA tables presented earlier with the two CEPD tables demonstrates that the CEPDs are far more familiar with the products than the LEAs. At least 90 percent of all CEPDs are familiar with 7 of the 11 products, while only one of the 11 products is familiar to 90 percent of the LEAs. A comparison of the tables also shows that the LEAs and the CEPDs value the same products as being useful. For example, the 7 products ranked at the top by the LEAs are identical to the 7 ranked at the top by the CEPDs. Like the LEAs, the CEPDs think that all the products will be useful, but they place the greatest value on how-to-do-it manuals containing substantial amounts of unique information for helping LEAs design and operate programs tailored to local circumstances. The one discrepancy between the LEAs and the CEPDs is in the extraordinarily high ranking CEPD Coordinators gave to Performance Objectives for Vocational/Technical Education. What this presumably indicates is that many of the CEPD Coordinators have served or still serve on the vocational education staffs of the ISDs with which the CEPDs are associated.

Consortium. The table on the following page shows which products are most familiar to the Consortium.

- WHICH PRODUCTS DO THE CONSORTIUM MEMBERS KNOW BEST? (ranked from most familiar to least familiar)

  Common Goals of Michigan Education

  A Reference Guide: Career Development Goals and Performance Indicators

  Career Education Handbook for Implementation

  Career Education Workshop Package

  Guidelines for Career Education Programming

  Michigan Career Education Conference Folder

  Michigan VIEW Laboratory Implementor Handbook

  Career Education in Michigan

  Career Education Leaflet

  Minimal Performance Objectives for Subject Areas

  Performance Objectives for Vocational/Technical Education

The table on the following page shows which products Consortium members think will be most valuable.

- WHICH PRODUCTS DO THE CONSORTIUM THINK WILL BE MOST USEFUL? (ranked from most useful to least useful)

  A Reference Guide: Career Development Goals and Performance Indicators

  Common Goals of Michigan Education

  Career Education Workshop Package

  Career Education Handbook for Implementation

  Michigan View Laboratory Implementor Handbook

  Minimal Performance Objectives for Subject Areas

  Michigan Career Education Conference Folder

  Career Education Leaflet

  Guidelines for Career Education Programming

  Career Education in Michigan

  Performance Objectives for Vocational/Technical Education

An examination of the "familiarity" table for the Consortium shows that product familiarity in the Consortium closely parallels that in the LEAs and in the CEPDs.

The data underlying the "usefulness" table revealed that the Consortium members, like the LEAs and the CEPDs, think that all the products listed will be useful. However, the rank order the Consortium assigned to them differs somewhat. The Consortium gave a higher rank to the Common Goals of Michigan Education and to the Career Education Workshop Package than the LEAs and the CEPDs. Moreover, the Consortium placed Performance Objectives for Vocational/Techincal Education at the very

bottom of the list--exactly the opposite of the position assigned to it by the CEPD Coordinators. The latter discrepancy is a mild cause for concern, in view of the fact that the CEPD Coordinators may often act as middle-men or brokers in bringing college and university services to the LEAs. On the other hand, that concern can be alleviated by noting that there is a reasonably close correspondence in the values assigned to products by the Consortium, the CEPDs, and the LEAs.

The Operational Model

This report concludes with four questions which the MDE has asked PSE to answer. The answers are based on our summary impressions supported by the findings presented earlier. We are reluctant to go beyond the empirical evidence gathered from the LEAs, the CEPDs, the Consortium, and the MDE itself and we believe it would be unwise to substitute our own judgment for that of the organizations and individuals most directly concerned with converting the Michigan conceptual model into an operational model in the schools of the State.

To What Extent Has an Operational Model Been Designed? It is clear that a general conceptual model has been designed, comprehensive in scope and extremely ambitious in the degree of change it envisions in educational programs throughout the State. The conceptual model has been elaborately described and illustrated in concept papers and supplementary materials issued by the State Board, following the recommendations of the Advisory Council.

To What Extent Has An Operational Model Been Developed? It is clear that a substantial set of products have been developed to put the conceptual model into operational form. Sample products include A Reference Guide: Career Development Goals and Performance Indicators and Michigan View Laboratory Implementor Handbook. Certain additional products--such as the sections on Program Development and Program Evaluation of the Career Education Handbook for Implementation which are already planned--are needed to make the conceptual model fully operational. In short, an operational model has been largely but not completely completed.

To What Extent Has A Dissemination Plan For The Operational Model Been Developed? It is clear that both an administrative network and a substantial set of products have been developed to disseminate the operational model. Key features of the administrative network include the Advisory Council, the CEPDs, and the Consortium. Key products include the Career Education Handbook for Implementation and Career Education Workshop Package. What appears to be missing is a fully-developed set of professional requirements and practices--such as leadership training for CEPD Coordinators --which will be necessary to get the full potential from the administrative network.

To What Extent Has An Operational Model Been Disseminated Thus Far? It is clear that an operational model is already being disseminated. It seems fair to conclude that the dissemination process is still in its early stages, with the LEAs, the CEPDs, the Consortium, the various units in the MDE, and other pivotal education agencies well aware of career education, engaged in planning for it, and beginning to operate instructional, guidance, and placement programs.

To What Extent Is the Operational Model Viable? It seems likely that the viability of the operational model, reasoning from the set of assumptions contained within the model itself, rests on the degree to which personnel in the Michigan educational system change their roles and work together to make the model operational.

The type of survey methodology used in making this study is not particularly sensitive to role changes and teamwork--although the actual conduct of the study was a remarkable display of coordinated teamwork by the MDE, the CEPDs, and the LEAs. Thus PSE was able to

gather chiefly indirect evidence about the extent to which a pattern of genuine statewide teamwork is emerging in Michigan. There were some scraps of direct evidence.

The combination of indirect and direct evidence that PSE gathered during the study suggests that there are both role changes and teamwork of the kind needed to implement the Michigan Model. Our impression is that the greatest role changes have taken place on the part of the full-time personnel working in the MDE career development unit, on the part of the CEPD Coordinators, and on the part of individuals representing colleges and universities in the Consortium. These are the individuals who devote the greatest fraction of their time to explicating the model, developing materials to help LEAs understand and implement it, and disseminating those materials. Those are the persons for whom the greatest role changes have been required in order for them to perform their new ork successfully.

Our impressio is that the closest teamwork between organizations and individuals thus far is that between the Advisory Commission and the MDE, among the individuals within the MDE career development unit, between the MDE and the CEPDs, and--to a lesser extent--between the MDE and the eight-member college and university Consortium and between the CEPD Coordinators and selected LEAs.

On the basis of these impressions, we conclude that the operational model is indeed viable.